

Understanding How Participation in an After School Arts Program
Affects Students in Their General Education Classroom

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Abstract

The goal of this study was to answer the question: “When ethnically diverse fourth- and fifth-grade students participate in a ten-week musical program, are there any shifts in the following: academic performance, attitude towards school, social skills, self-esteem, public speaking ability, and/or school attendance?” This study was conducted at an ethnically diverse, Title I, public elementary school in a suburban community. I am the researcher of this study and was also the director of the after-school drama program. The participants were 58 fourth- and fifth-grade students. For this study my data consisted of 1) a student questionnaire administered three times, 2) individual student interviews, 3) individual classroom teacher interviews, and 4) school attendance logs. Academic performance was measured primarily by teacher interviews. To analyze the data I used themes and individual and group means of questionnaire scores and attendance records. At the end of the ten-week program I found that 1) students’ academic performance slightly increased, 2) students’ positive attitude towards school increased in terms of school pride, 3) students learned how to work with others as a team and felt a greater sense of community, 4) students’ overall self-esteem increased, and 5) students felt more confident talking in class. It was inconclusive if student attendance was increased.

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Introduction

Throughout history the arts have always been a valued part of cultures all over the world. It is through the arts that man has revealed his inner most thoughts to be communicated with people generations later. The term arts refers to the four main disciplines of the arts: theatre, music, dance, and visual art. As humans, the arts affect our lives in numerous ways, yet in many schools across the United States these programs are being cut. In 1984 the United States Department of Education published *A Nation At Risk*, which led to a movement in education resulting in the creation of content standards and a back-to-basics attitude by school officials. Unfortunately, the arts are not viewed by many as a part of a basic education, but instead as an “extra.”

I believe that the arts are vital to our lives as humans and that students, accordingly, must be given training in the four disciplines of the arts. Besides the numerous benefits of learning artistic skills, I believe there are also major benefits to learning the arts that contribute to the students’ overall academic success. The reason that schools cut arts programs is that the benefits of participation in such programs are not widely known or documented. If the arts are to become part of the “basic” school curriculum, their inclusion must be justified.

Five years ago I created an after-school arts education program designed to give fourth- and fifth-grade students at one elementary school an experience in the arts through the creation of an annual musical production. I first began planning the program

in 1998 and spent one year identifying what resources would be needed to implement an after-school program of this magnitude and to locate the necessary funding. My team of volunteers and I officially began our drama program in January, 2000, and have produced one show per year ever since, resulting in a total of five full-stage musical productions including the show the participants were in.

In this study, I will attempt to answer the question: “When fourth and fifth grade ethnically diverse students participate in a ten-week musical, are there shifts in any of the following: academic performance, attitude towards school, social skills, self-esteem, public speaking ability, and/or school attendance?” In this study, I will be searching to find if the skills the students learn during my after-school program carry over into their general education classroom, therefore contributing to the students’ overall academic success.

Review of the Literature

For this literature review, I searched for studies conducted in relation to arts education. During this search, I found that most of the studies fit into three main categories: 1) The effectiveness of using the arts to teach core curriculum, 2) the value of teaching art as a discipline, and 3) surveys of current art programs and levels of funding in the schools. For the purpose of this review, I will focus on those studies that discussed teaching the arts as a discipline, since this is the goal of my program.

An After-School Intervention Program

In 2001, Lacey and LeBlanc conducted a study to examine the effectiveness of an after-school intervention program at a public school in Florida. The program they studied was implemented to improve students' "behavior, school attendance, and academic achievement" (Lacey & LeBlanc, 2001, p. 3). There were 63 at-risk fourth- and fifth-grade students that participated in the program that lasted 27 days. The program included arts activities as well as academic intervention programs in reading and in math.

The researchers used quantitative data in their study. To measure students' academic achievement, the researchers looked at the students' scores on the CTBS, a district mandated standardized test, and at the students' report cards. Their test scores and grades from before the intervention program were compared to their test scores and grades after the program. The teachers' attendance logs were used to monitor the students' attendance.

Of the 63 students, 59% increased their reading scores and 65% increased their math scores. Seventy-five percent of the students increased their math report card grades

and 73% of the students increased their reading grade. During the 27-day program, the average student attendance rate for students in the program was 88%, which was an improvement over the students' regular attendance. The researchers fail to state the students' average attendance rate before the program. Finally, the researchers measured the students' behavior. To do this the researchers used the School Social Behavior Scale (SSBS), which was completed by the students' classroom teacher before and after the program. The scale showed that while the students' Social Competency Skills (interpersonal skills, self-management, academic skills) improved, their Anti-Social Behavior (hostile, aggression, disruptive behaviors) showed no significant shift (Lacey & LeBlanc, 2001).

This study was significant to me because it used the same age group and sample size as my own study. The researchers did find that student attendance increased, academic achievement improved, and the students' social competency skills increased. Arts education was, however, only a part of this after-school program. The researchers failed to give a complete description of the program and how much of the program involved the arts.

A First-Grade Class Play

In 1994, Ward conducted a study that "examined the process of putting together a class play and assessed how the performance of the play affected the self-esteem of a first grade class" (p. 18). The participants of the study were her 21 first-grade students of a "diverse student population" (p. 19). Eleven of the students were boys and ten were girls.

The students in the study also had a wide range of academic ability from gifted to below average.

To assess the students' self-esteem, Ward and fellow teacher Ms. Husband developed a self-esteem graph for the students to complete. The students brainstormed all different skills that they thought it was important to be good at. Ward had the students narrow the list down to eight, which were: art, drawing, reading, music, sports, helping, teaching, and meeting people. Before beginning the play process, the students were asked to graph how good they felt they were in each of the eight activities. The students could color a line from 0 cm to 14 cm. in length. A second method of data collection was tape-recorded individual interviews that occurred before and after the class play process. The interviews consisted of three questions and were recorded and scored by three different individuals. The three evaluators of the interviews assigned numerical values to the students' answers based on what they each felt the students' self-esteem was.

During the next two weeks, the class put on a play. Every student was given a speaking part. After that time, the students' self-assessment and recorded interviews were completed again to see if the students' self-esteem had increased. To evaluate the students' self assessment, Ward gave a numerical value to the students' graphs based on how many centimeters they drew on the graph. After the play, all but three students showed an increase in self-esteem. "The whole class' self-esteem average increased by 1.6 points" (Ward, 1994, p. 27). The interviews showed a greater increase in the students' self-esteem. The interviews showed the whole class self-esteem average

increased by 2.3 points. Both methods showed a slightly higher increase in the self-esteem of girls versus that of the boys.

This study, although having a small sample size, is important because it does show a direct correlation between the arts and increased student self-esteem. One flaw, I believe, in the study was with the first method of data collection. The students had to color in bars on a graph, but the graph did not give the students any benchmarks. The researcher states that she did give the students some training in how to fill in the graphs. However, I believe that more accurate results could have possibly come from giving the students some guidelines to follow.

A High School Drama Program

Horn (1992) conducted a study in an inner-city high school drama class. The purpose of the study was to explore what effects putting on an original theater production had on the students. The study group was comprised of an ethnically diverse group of 29 students who were chosen by audition from the population of 3,000 students at the high school, which was in New York City. During the course of the project, which lasted one school semester, the students were to create an original piece of theater. They each had to choose a role as a playwright, actor, director, stage manager, choreographer, set designer, etc.

To document the study, Horn used: pre-post questionnaires, tape-recorded individual interviews, written statements, logs and recordings of student discussions about the production, reading scores, reports from parents, attendance logs, and reports from audience members and school faculty.

After the production, Horn found some astonishing results. First, the students' average daily attendance during the program increased by 17%. Parents also reported that the students' overall positive attitude toward school increased, which is a direct correlation of the increase in attendance. Secondly, Horn discovered an increase in the students' self-esteem. After the project the questionnaires revealed that 54% of the students saw themselves as a leader, compared to only 33% before. Similarly, 77% of the students saw themselves as an important member of their class, as compared to only 67% before. Eighty-two percent of the students thought they had good ideas, which also was an increase from 71% before the project. Finally parents reported that their children had better communication with them during and after the project.

Horn's study further validates the studies mentioned previously. Both Horn (1992) and Ward (1994) found that students' self-esteem increased as a result of being involved in a class drama project. Similarly, both Horn (1992) and Lacey and LeBlanc (2001) found an increase in student attendance as a result of their participation in the arts. This is significant because Horn's study took place largely during the school day, and the Lacey and LeBlanc study took place entirely after school. So in both articles, the researchers found an increase in student attendance because of participation in the arts, regardless of when the arts program was offered.

Arts-Based Schools

In 1991, Fowler and McMulian conducted a study in order to "understand how the arts contribute to Excellent Education" (p. 4). To do this, the researchers conducted case studies of eight different arts-based schools. The schools were selected based on

recommendations to the researchers by their colleagues involved in arts education. Since the schools had been classified as “exemplars,” the researchers wanted to investigate “how the arts contributed to that excellence” (p. 14). The schools that were included were: five public elementary schools, one public middle school, one private K-8 school, and one K-11 public school in Canada. The schools varied in size and location, as well as in population.

To carry out the study, the researchers conducted a one-day site visit of each school. During the visit, researchers collected both qualitative and quantitative data. Their quantitative data included SAT scores, standardized achievement test scores, self-esteem ratings, literacy scores, and attendance rates. Direct observations of school activities and classrooms constituted the researchers’ qualitative data. Students, parents, teachers, and administrators were also interviewed in groups.

Fowler and McMulian’s (1991) study resulted in five key findings: 1) the arts can foster the development of students who are actively engaged in learning; 2) the arts contribute to the development of a creative, committed and exciting school culture of teachers, students and parents; 3) the arts play a role in generating a dynamic, coordinated and cohesive curriculum; 4) the arts can build bridges to the larger community, the broader culture and other institutions; 5) the arts can humanize the learning environment; and 6) the arts contribute to improved academic performance. Standardized test scores also showed that “students in arts-focused schools usually have higher than average test scores than students enrolled in other schools in their districts and state” (p. 61).

The Fowler and McMulian study brings some key findings to the arts education field. Most notably, I believe, is their finding that students in arts schools have higher academic achievement when compared to students in their same district and state. Unfortunately, the researchers only spent one day at each school, so the study was done over a very short period of time. Also, while the researchers did an excellent job summarizing their findings for each school visit, they failed to give a complete summary of their findings using their quantitative data.

Drama in the General Education Classroom

McCammon and Betts (1999) also conducted a study of the effects drama had on students when it was infused into the general education classroom. The study was conducted at one elementary school in Tucson, Arizona. The school has a largely Latino population. After receiving a grant from the National Endowment for the Arts, the school hired an arts education specialist to train teachers to integrate drama into their classrooms. During after-school sessions, nine teachers learned drama skills such as story drama, puppetry, process drama, and improvisation. The nine teachers included two fourth-grade, two third-grade, three second-grade, one first-grade, and one fifth-grade teacher.

The researchers used “focused data collection or data collected through participant observation” (McCammon & Betts, 1999, p. 21). The researchers conducted interviews with the teachers, principal, and with the arts-education specialist. The teachers were each interviewed three times, except for one teacher who was only interviewed once. Phone interviews with some parents were also conducted. Each set of

teachers and parents were asked the same open-ended questions. Questions were asked about their students' feelings about the program and how they felt it had changed their students' lives. In addition to conducting the interviews, the researchers also did some classroom observations as well.

The researchers found some very positive results from the study. First, they found that the arts contributed to a positive school culture. Secondly, teachers felt that drama was beneficial to their students. Teachers reported that their students had improved self-confidence and that the children were "better at expressing themselves" (McCammon & Betts, 1999, p. 41). Furthermore, teachers reported that their students had better listening and attention skills, and that students were able to make connections between their theatre and classroom lessons.

Summary

All of the studies reviewed coincide with my research question and have findings that address the shifts that I looked for. Lacey and LeBlanc (2001), and Fowler and McMulian (1991) both found that academic performance was increased by students' participation in the arts. The studies conducted by McCammon and Betts (1999) and Fowler and McMulian (1991) found that having students participate in the arts contributed to a positive school culture. Horn (1992), Ward (1994), and McCammon and Betts (1999) all found that there was an increase in students' self-esteem by participation in the arts. Lacey and LeBlanc (2001) also found that their students' social competency increased. Finally, the studies conducted by both Lacey and LeBlanc (2001) and Horn

(1992) found a correlation between participation in the arts and increased student attendance.

Methodology

In this chapter, I will state my research question, discuss the participants that were involved in the study, and explain how the study was conducted. I will also describe the program that the participants were involved in more explicitly. Finally, I will describe the types of data that were collected and used to conduct the study, as well as my data analysis procedures.

In this study, I have attempted to answer the question: “When ethnically diverse fourth- and fifth-grade students participate in a ten-week musical, are there shifts in any of the following: academic performance, attitude towards school, social skills, self-esteem, public speaking ability, and/or school attendance?”

Participants and Setting

The school. The study was conducted at a K-5 public elementary school located in a suburban community in Northern California. This school is part of a unified school district and was awarded the California Distinguished school award in 2002. The total school population was 448 at the time of the study. This school is a Federal Title I school with a percentage of the student population receiving free or reduced lunch. The school community is also privileged to have an active and extremely supportive parent organization.

The students. Before I began my data collection, each student had to bring back a consent form that was signed by his or her parents (see Appendix A). The consent form explained the purpose of the study and that the study would consist of a questionnaire given three times and attendance records. By signing the consent form the parent was

giving permission for their child(ren) to participate in the study. Although there were 63 students involved in the production, I received parental permission for only 58 students to participate in the study. Therefore, the participants in this study were 58 elementary school students. Of the 58 students, 17 were in the fourth grade and 41 were in the fifth grade. Forty of the students were girls and 18 were boys. The participants were ethnically diverse: 62% were White/Non-Hispanic, 17% were Asian, 12% of the students were African-American, 5% were Hispanic, 2% were Pacific Islander, and 2% were Filipino. All of the participants were in generally good health, and none of the participants had any known disabilities. The students came from five different classrooms at the school, each with its own classroom teacher. The students were chosen by audition in December, 2003. Auditions were open to all fourth- and fifth-grade students at the school, and every student who auditioned was given a part as an actor or dancer.

The instructor/researcher. I am the researcher of this study and was also the director of the after-school drama program. I began this program as a freshman in college because my life was forever changed by participating in the arts. Over the years I have accumulated an extensive background in the arts. Throughout my school years I have actively participated in choral music groups, performing in at least one large production per year. As an undergraduate student, I earned a minor in the performing arts, with an emphasis in music. I was an active member of the Saint Mary's College Choir, where I served as the student conductor for two terms. During the Fall of 2002, I also played the leading role in the college's major dramatic production. I have also had

the privilege of studying choral conducting at the University of California at Berkeley.

The play for this project, Pinocchio, was the sixth major production I have directed, the fifth at this school.

Volunteers. Beside myself, there were a total of 15 other volunteers that assisted me in running the drama program during the year of the study. Six of the volunteers were general classroom teachers at the school; three, including myself, were student teachers at the school; two were college volunteers; two were high school volunteers; one was a retired teacher; and two were volunteers from the community at large. All of these people volunteered various amounts of time to working on the production.

The Program

The students participated in a ten-week, after-school, performing arts program. The core principles of the program were to teach the students about the three disciplines of the performing arts: music, dance, and theatre, which culminated in the creation of a 90 minute full-stage production of Pinocchio. During the performances, in addition to acting and dancing on stage, the students were part of the choir. I served as both the play director and choir conductor throughout the program. Rehearsals took place everyday after school for one and a half hours for ten weeks. Although most students did not have rehearsal every day, many had rehearsals two to three afternoons per week. Each week's rehearsal schedule consisted of one chorus rehearsal (that included the whole cast), one run-through of most of the show from the beginning to where we had last rehearsed, and three afternoons of scene blocking (how and where an actor moves on stage), acting, and dance rehearsals.

The program culminated in six performances of the musical show Pinocchio. Additional students were brought on to serve as the stage crew for the production. Audiences of approximately 300 guests came to each performance, for a total audience of 1,800 people. Three of the performances were held in the morning for other elementary schools to bring their students to see, while the other three were held in the evening for parents and members of the community to attend.

Data Collection

An eight-page summary application of this study was submitted to and was approved by the Institutional Review Board of Saint Mary's College on March 18, 2004 (see Appendix B). The committee was composed of Saint Mary's College faculty as well as members of the general Saint Mary's community. The committee reviewed this study in terms of ethics.

I used multiple measures of data collection to achieve triangulation of my data (McMillan & Schumacher, 2001, p.409). These methods included questionnaires, individual student interviews, teacher interviews, and school attendance records.

Questionnaires. To collect my data, I gave my students a thirteen question questionnaire to fill out a total of three times: once before they participated in the musical program (January), once immediately after (March), and once at the end of the school year (June) (see Appendix C). In the questionnaire, I asked the students' questions that had them rate themselves in five out of the six major areas of my study. The questions fit in the following categories: academic performance, attitude towards school, social skills, self-esteem, and comfort level speaking in class (attendance was not

included in the questionnaire). To preserve anonymity, I assigned each student a number, and only the student's number appeared on the questionnaire. The first time the students were given the questionnaire, I read the questions out loud and then allowed time for the students to mark their answer. This was tape-recorded and then played back to the students when they took the questionnaire the second and third times. All of the students were given the questionnaire at the same time, seated at tables in the school cafeteria.

Student interviews. In addition to the questionnaires, I arranged for ten students to be interviewed individually. For these interviews I asked each of the five fourth- and fifth-grade classroom teachers to select two students to be interviewed. In the letter I sent to teachers (see Appendix D), I asked each teacher to select one student who they felt had greatly benefited from being in the musical and one student who they felt had not greatly benefited from the program. After receiving the teacher recommendations, a parental consent form was sent home with those students who were selected to be interviewed. The consent form explained the purpose of the study and asked their permission to allow their child to be interviewed (see Appendix E). The students were interviewed during the first week of June. Because I had such a close relationship with the students, I chose to have the school reading specialist conduct the student interviews. The interviewer was instructed to use a structured interview format and each student was asked a standard set of questions (see Appendix F) (Arhar, Holly & Kasten, 2001). The interviews lasted between five and ten minutes each and were conducted during class time in the reading specialist's classroom. No other students were present in the room during the interview. The interviews were tape recorded and then transcribed (see Appendix G).

Teacher interviews. The students that were involved in the musical program were members of five different classrooms. To gain an additional perspective about the students, I interviewed the two classroom teachers that taught my students on a daily basis. The other three fourth- and fifth-grade teachers declined to be interviewed due to school related political reasons. The interviews were conducted at the end of June. For these interviews I used an informal interview method that opened with one question, “How did being in the musical affect your students?”, followed by subsequent questions based on the interviewees’ responses. These interviews lasted approximately twenty minutes and were tape-recorded. These interviews were also transcribed (see Appendix H).

Attendance logs. The final thing I examined as part of this study was student attendance. For this I used school attendance logs. The school attendance logs documented the total number of school days each student in the study missed during the entire school year. They were separated into trimesters. The first trimester occurred before the musical (September – December); the second trimester occurred during the musical process (January – March); and the third trimester occurred after the musical had taken place (April – June). The school principal gave permission for me to have access to these records.

Limitations. I would like to state that I recognize that there are certain limitations that impacted this study. First, it is important to state that the two teachers that were interviewed were fully supportive of the musical program and have been since its

inception five years ago. Secondly, because of the numerous factors that affect students' it will be difficult to isolate the effects of this particular experience.

Data Analysis

Questionnaires. To analyze my data I compared the students' scores in the three administrations of the questionnaire to look for changes. In order to do this I separated the questions into five categories: 1) academic performance, 2) attitude towards school, 3) social skills, 4) self-esteem, and 5) public speaking ability, and I created a table of the students' responses in each of the five categories above (see Appendix I). I found the individual student mean for all of the questions concerning academic performance for the January questionnaire, then calculated an overall student mean for all of the questions concerning academic performance. I then repeated this process for the questions concerning the other four categories (attitude toward school, social skills, self-esteem, and public speaking ability). This process was repeated with the data from the March and June questionnaires. I then compared the three overall student means for each category and looked for shifts. Secondly, I analyzed individual student means and looked for differences. I did not analyze the questionnaires of students who did not complete at least two of the three questionnaires.

Student interviews. I read through the transcriptions and underlined quotes that revealed that the student had shifted in any way. To do this I used a color-coding system, using one color for each of my five categories and one additional color for comments that showed shifts in something other than my original five categories (not including

attendance). The five categories I coded for were the same categories I used when analyzing my questionnaires: 1) academic performance, 2) attitude towards school, 3) social skills, 4) self-esteem, and 5) public speaking ability.

Teacher interviews. I read through the transcriptions and underlined quotes that revealed that the students had shifted in any way, from the teacher's perspective. To do this I used the same color-coding system that I used when analyzing the student interviews, using one color for each of my five categories and one additional color for comments that showed shifts in something other than my original five categories. Because I used a non-structured interview process, I also looked to see what the teacher brought up first during the interview.

Attendance logs. I looked at student attendance during the first trimester (September – December), the second trimester (January – March), and the third trimester (April - June). I examined the records by looking at the total number of absences each student had during each block of time. I then found the average number of days missed by each student during the first, second, and third trimester (see Appendix J). After calculating these overall means, I compared the student mean of days missed during the first trimester to the overall mean of days missed during the second trimester. I then compared the overall mean of days missed during the first trimester to the mean of days missed during the third trimester. Finally, I looked at individual students' records and looked for dramatic shifts in the number of days missed during the first, second, and third trimesters.

Summary

This study was conducted at a culturally diverse, K-5 public, Federal Title I elementary school of 448 students. The performing arts program the students participated in was conducted by an experienced team of fifteen volunteers and myself. Fifty-eight culturally diverse fourth- and fifth-grade students participated in this study. The data collected during this study included one questionnaire administered three times, ten individual student interviews, two classroom teacher interviews, and school attendance logs. All of the data, with the exception of the attendance logs, were analyzed using five categories 1) academic performance, 2) attitude towards school, 3) social skills, 4) self-esteem, and 5) public speaking ability.

Findings

When I began this project my goal was to answer the research question: “When ethnically diverse fourth- and fifth-grade students participate in a ten-week musical program, are there any shifts in the following: academic performance, attitude towards school, social skills, self-esteem, public speaking ability, and/or school attendance?” At the conclusion of this study I found that there were positive shifts in the following areas: 1) attitude toward school, 2) social skills, 3) self-esteem, and 4) public speaking ability. I also found that there was evidence, though it was slight, to suggest that there was a positive shift in academic performance. Finally, I found it to be inconclusive if student attendance was increased after participating in the musical program.

Attitude Toward School: Students Felt Greater School Pride

Originally when I began this project, it was my hypothesis that students would feel better about coming to school while they were involved with the musical. What I actually found was that not only did students feel better about coming to school, but they also felt a greater pride in their own school. The students were proud to attend their school because it was the only school that had a musical program.

On the questionnaire, when asked how much they liked school on a scale of 1 to 5, the student average increased slightly from 3.65 before the program to 3.76 after the program in March. This overall student mean slightly increased in June when the mean was 3.78 for the same question.

Although there was not much change reflected on the questionnaire, during the interviews eight of the ten students interviewed said that they felt a greater pride in their

school. This was because students “hadn’t heard of any other schools who have done that...it made me feel really nice that our school had that” (student # 24). Other students reported similar views. “We are the only ones who have the musical so we do stuff extra,” exclaimed one student (student #55). When asked about how she felt about her school after the musical, one student responded with “I thought it was a brighter place because we had a chance to be involved with a special activity” (student #38). The other two students had a neutral view of their school.

The teachers believed that the musical program made the students feel more connected to their school. One teacher said that the students “feel that they are part of the school and doing something that is fun and they are all together” (Mrs. C.). These results coincide with the studies conducted by McCammon and Betts (1999) and Fowler and McMulian (1991) that also found that participation in the arts created a more positive school climate.

Social Skills: Students Learned How to Work with Others as a Team and Felt a Greater Sense of Community

During the interviews, students and teachers overwhelmingly agreed that the program taught them social skills and the importance of working as a team. This theme was emphasized throughout the program, because teamwork is an essential element of any successful dramatic production.

Of the students interviewed, nine out of ten students echoed the words of one girl who said, “I learned how to work with other kids – like team work” (student #24). During the interviews many students discussed specific social skills that they had learned

during the musical practices that helped them work as a team with other students.

Among the skills they mentioned were that you “shouldn’t really argue a lot” (student #19) and that “you have to let them share their ideas and not only yours” (student #55).

A third student stated that she had learned that “you have to compromise” (student #38).

Students also discussed, during their interviews, that being in the musical helped them view their peers differently. One student said that he learned that “not all people are alike and that some people like have really good ideas and some people are just really good at memorizing lines” (student #11). One of the boys that was interviewed was particularly noteworthy because before the musical he frequently was getting in fights with others. After the musical this boy talked about the importance of taking the time to learn about others before getting into confrontations with them because they are different. He had learned “that you should learn about people before you make up stories or stuff about them, like rumors,” (student #55). Clearly students had not only learned skills that help them work as a team, but the importance of learning about the differences that make us unique individuals.

Before beginning the play there were some students who frequently did not feel comfortable working with other students. These students articulated that being in the play helped them feel more at ease working with other students. One girl discussed this at length. She had come to the United States only two years prior to being a part of this production. When she came to the United States she spoke no English, yet she “wowed” our audiences playing the leading role in Pinocchio. In her interview she confessed that “when I first got here I was sort of afraid. I didn’t really want to work with others

because I was afraid I might do something wrong. But then when I did the play I just got used to being with other kids and working with them and that helped me a lot” (student # 24).

Furthermore, the teachers noticed that the students in the musical began working more as a team while in their regular classroom. “There was a kind of a close-knit group, there was a bond that held those kids together,” said one teacher (Mr. L.). Mrs. L. added that there was “a more positive type of attitude with the others because they are part of something that is exciting for them.” Mrs. C. echoed the comments of her colleague.

One of the things I really notice is that there is a real strong general enthusiasm and there is a bonding together of all the kids in terms of doing things. So I think there is definitely carryover because there has to be teamwork and they learn that teamwork works in different ways. And that is important – each part is important, whether it is in class discussion or whether it’s in the play. I think it’s a real positive influence and there’s a helping out with each other. Kids saying ‘I can’t remember my schedule’ or ‘I can’t remember my line.’ You know they all kind of work together to help each other. And I think that the kids who chose not to do it are always disappointed that they didn’t do it when it was over. (Mrs. C.)

A second aspect of social skills that the teachers discussed was that students who did not have many friends in class were suddenly interacting with more students in class and at recess. Mrs. C. discussed this aspect of the program with me at length.

One of things I really notice is that the kids who really don't have any friends felt like they belong to something and that they were part of something. You have someone like Michelle, who pretty much keeps to herself and has no connections with anybody. But when she was involved with the musical she felt like she was part of something. And so she was keeping track with other people; and I thought that that is a really positive thing about it. It gives those kind of loner kids an opportunity to be part of something without risking anything. They are able to fit in – whether it is in the choir, whether it's in a small part, whether it's backstage. There is a general enthusiasm. I think that their self-esteem rises because they are part of something. The low kids I think feel they can be successful at something without always feeling like they are struggling behind the others. (Mrs. C.)

Mrs. L. and I talked about why the students who worked together after school during the musical were able to work as a team better in class. She said that it was because when they are working on the musical “they are not being students; they are doing something they enjoy – they are helping each other.” Because they were able to see each other outside of the academic setting and work together as just “kids”, they were able to get to know each other on a different, more personal level. The chance to interact with their peers outside of the classroom, according to this teacher, made them better able to work together back in the academic environment of their classroom.

The questionnaires, to my surprise, do not show the significant growth that the students and teachers discussed in the area of social skills. The table below shows the questions from the questionnaire that addresses social skills. On the questionnaire the students were asked to rate themselves on a scale of 1 to 5.

Table 1 Social Skills Student Questionnaire Responses

	Jan.	Mar.	June
How much do you prefer working in groups in class?	3.57	3.82	3.47
When you do work in a group, how comfortable do you feel sharing your ideas?	3.88	3.9	3.73
Overall Student Mean	3.72	3.86	3.60

The overall student mean in January was 3.72, which increased slightly to 3.86 in March. This was very disappointing because I had expected there to be a greater difference, especially since the students and teachers both talked about how they felt their social skills had grown because of the musical. After going back and reviewing the questionnaire, I believe that the reason it did not yield positive results is that the intent behind the questions I asked were aimed at my original premise that the students would become more social through the musical. When you hear the words of the students and teachers, I believe that the students did not learn to be “more social,” as I originally thought. Instead, the students learned how to work with others more effectively. Because the questionnaire did not ask questions about teamwork, the social skills section of the questionnaire did not ask about the aspect of social skills that the students learned

about. I believe it is because of the disconnect between the questionnaire questions and what the students actually learned that the student mean decreased during the June administration.

After talking with students and teachers, I believe there are several social skills that developed because of the musical program. The first is that the students learned specific skills that are necessary to work successfully with others. The students demonstrated this by the way they bonded together, and appeared to work more efficiently as a group in the classroom and interacted socially on the playground. Secondly, there was evidence to suggest that students learned not to prejudge others. The students learned that we are all individuals and all have our own special talents, many of which are not recognized or demonstrated in the traditional classroom. Third, the teachers reported that students who typically like to work and play alone were able to make new friends and be a part of a larger social group. These results correspond to the findings of the study conducted by Lacey and Leblanc (2001) who also found that students' social competence increased by participation in the arts.

Student's Overall Self-Esteem Increased

I believe that the greatest benefit for students who were involved in the musical was an increase in self-esteem. In many cases students discussed an increase in self-confidence and overall view of themselves and what they could accomplish. Teachers also talked at length about specific students that they saw change throughout the course of the musical.

During an interview I asked Mrs. L. what she thought the most significant benefit for children in the musical was. Her immediate response was:

Self-esteem, which is huge, because if they don't have confidence in themselves they are not going to have confidence in their school work, in their social interactions and basically their life. Just this kind of thing can give them confidence to do other things. And it gives them part of a positive thing that might lead to something in the future – like look at Tim. Tim is not going to just stop at this [play] thing, he's hooked and he's good. And his mom is probably thinking my kid is not going to be running the streets, my kids going to be out practicing plays after school.

Mrs. L. went on to discuss one student, who had a leading role in the show, who she felt had really grown during the musical. She noted that this boy “has some issues – he's hyper, he's got a single mom...he's very small for a boy.” After being in the musical program, however, this student went on to try out for the local community theatre organization. “He got the role in Annie Get Your Gun and who knows, would he have had the confidence to do that had he not been in the musical?” Both Mrs. L. and I felt that the musical and an increase in self-esteem gave this student the confidence to go and try out for a difficult theatre company and be successful.

Mrs. C. also talked with me about one of her students, as well, that she saw grow in the area of self-esteem. “The little kids who are shy like May. She got up and did that little dance. She never could figure out right from left, but she got out there and she felt

like she was part of that.” Mrs. C. and I went on to discuss how this student seemed to feel more confident in class after being successful on the stage. “I think it definitely carries over,” Mrs. C. concluded.

Nine of the ten students interviewed discussed how good being in the musical made them feel about themselves. When asked “How did being in the musical make you feel?”, one girl answered “like a star” (student #20). Another girl responded by saying, “It made me feel really good because I had a lot of fun and it was just really great. It made me feel wonderful...it didn’t feel like real life, it was all like a dream. It was really wonderful” (student #24). This comment was from a girl who spoke no English two years before being in this production. A third girl talked about how she originally felt that she would not be able to succeed on stage, but then felt extremely proud at the job she had done. “It made me feel good because I got a big part and I didn’t think I could do it, but I did, and I did a really good job” (student #12). This was especially remarkable to hear because this student did struggle during the first several weeks of rehearsal. She had a hard time memorizing her lines and putting it together with her blocking (how an actor moves on stage) and making it look real. My assistant directors and I had to spend lots of extra time helping her and coaching her on her acting, but in the end she did a good job on stage and so I was glad to hear her say she was proud of her performance.

Four of the questions on the questionnaire addressed the issue of self-esteem. Once again, the questionnaire scores did not reveal a significant shift in students’ responses. As stated in table 2, the overall student mean for the self-esteem questionnaire questions in January was 3.88. This increased only slightly to 4.13 in March.

Table 2 Students' Self Esteem Questionnaire Responses

	Jan.	Mar.	June
How confident do you feel about yourself as a student?	4.10	4.18	4.07
Do you think you are smart?	3.91	4.18	3.89
Do you think other students like you?	3.85	4.00	3.64
Do you think your teacher(s) like you?	3.64	4.17	4.00
Overall Student Mean	3.88	4.13	3.90

There was a small positive shift in response to the question, "Do you think you are smart?" The overall student mean for this question was 3.91 in January, which grew to 4.18 in March. Similarly, the results show that more students thought that other students liked them. The overall student mean response for this question grew .15 between January and March, rising from 3.85 to 4.00. The largest change reported by the student questionnaire was in response to the question "Do you think your teacher likes you?" The overall student mean for this question grew 0.53 between January and March, going from 3.64 to 4.17. I believe this is a notable shift in how students' thought their teacher viewed them. However, it was disappointing to see that the overall student mean decreased during the June administration of the questionnaire, decreasing from 4.17 in March to 4.00 in June. Several variables that happened at the school during the last part of the year could have caused this to occur.

Despite the somewhat disappointing questionnaire responses, I do believe that there is some evidence to suggest that student self-esteem did increase through involvement in the musical. The teachers discussed specific students that they felt had more confidence and were demonstrating a new self-confidence in class. The students

themselves also talked about how wonderful being in the musical made them feel about themselves. Finally, the questionnaires show that the students did show slight shifts in their responses to questions about how they felt about themselves. Similarly, studies conducted by Ward (1994), Horn (1992), and McCammon and Betts (1999) all found an increase in student self-esteem because of participation in arts programs.

Public Speaking Ability: Students Felt More Confident Talking in Class

Both students and their teachers stated that the students felt more confident and comfortable talking in class after being in the musical. I believe this is a major skill the musical program teaches, because when you are acting, you have to speak clearly and confidently on stage so that the audience can hear you. We worked on this throughout the program. For students who are shy or have soft speaking voices, we worked with them on a regular basis to help them speak more loudly on stage. It was my hope that this practice and coaching on the stage would help students in their classroom when speaking in front of the class. Based on comments from students and their teachers, this was in fact the case.

The first student interviewed said that the musical helped her in class because “you had to talk in front of people and you don’t have to feel shy...in the classroom” (student #12). Another student spoke similarly, saying “it taught me how to, like, when I know answers or something, not be shy to tell what it is” (student #38). One boy who was characterized as being quiet in class before being involved in the musical said, “It made me like confident to be able to talk in class, because before I didn’t like to talk in class, but that helped me” (student #17). Two students discussed how the musical helped

them to overcome shyness. When asked what she learned from being in the musical, one girl responded by saying “not being shy in front of a lot of people” (student #20).

Another boy responded to the same question: “I learned that it takes a lot of bravery and um, just try not to be afraid to be on the stage in front of a whole bunch of people.” He went on to make an insightful stage-to-classroom connection saying, “Once I started doing plays I found out that talking in class is like talking in a play” (student #26).

The student in the play who had only been speaking English for two years also talked about how the musical helped her talk in class.

I answer a lot of the questions that our teacher asks us now and I don’t feel really worried about it. Before I was sort of like, am I going to get the right answer? Should I raise my hand? But now I don’t really, I mean, I don’t really care if it’s right because that is what school is for, you learn, so I just feel better about that now. (student #24)

Mrs. C. talked with me about how she felt being in the musical had helped her students talk more in class. “I think it’s just helping them feel like they are a strong enough person that they can speak up more in discussions because they learned to be more of a team.” Mrs. C. went on to discuss two students who she saw participating more in class after the musical. “Morgan felt more comfortable in discussions to be able to be considerate. ‘Oh, you need to listen.’ ‘Oh, yeah, I need to listen.’ Then she would prompt more questions and feel more comfortable and May who is very quiet. And I think Georgina, who is assertive already, was able to learn to step back a little bit.”

Mrs. L. also discussed with me one student who was quite smart but seldom talked in class before being in the musical.

Carly is an example of a quiet student. I think she blossomed, because I was trying to work with her all year on that – trying to bring her out.

Because she is very quiet and very bright you know you want to know what she has to say. I think that helped her blossom a little bit, because I had already been trying to work with her and bring her out and then to have her doing something where she had to put herself out there you know and she didn't have a huge part. But when she got up on the stage she was by herself and she had to sing. So I think that was good for her. That helped her personality come out a little bit; she's more kidding and joking around and showing her personality in class instead of just the quiet student.

As in previous categories, the questionnaire did not show a significant shift in the students' comfort level talking in class. This was disappointing for me to discover, because I thought the questions on the questionnaire were worded well, especially for this category, but the results were not significant. The overall student mean for the questions concerning their comfort level of talking in class in January was 3.57 (see Table 3). This number increased only slightly to 3.65 on the March questionnaire.

Table 3 Public Speaking Ability Student Questionnaire Responses

	<u>Jan.</u>	<u>Mar.</u>	<u>June</u>
When your teacher asks a question in class, how often do you raise your hand?	3.50	3.76	3.61
How comfortable do you feel answering questions in class?	3.82	3.84	3.79
Do you consider yourself not to be shy?	3.58	3.64	3.54
How comfortable do you feel speaking or giving a report to your class?	3.37	3.34	3.21
Overall Student Mean	3.57	3.65	3.54

The greatest growth was in response to the question “When your teacher asks a question in class, how often do you raise your hand?” The overall student mean in response to this question rose 0.26 between January and March, from 3.50 to 3.76. Once again, it was disappointing for me to see that the overall student mean decreased from 3.65 in March to 3.54 in June. Although it is only speculation, I believe that the decrease in student responses on the June questionnaire could be due to the fact that the questionnaire was given only one week before school was out for summer vacation. As anyone who has worked in schools knows, students by that time in the year are not usually as focused on school as they are during the rest of the school year. Since many students were “mentally checked out” it is likely that they did not take the time to think about their questionnaire responses as carefully as they would have, had the questionnaire been given slightly earlier.

Even though the questionnaire did not show a significant change in the students' confidence level about speaking in class, I believe that the comments by the students and teachers do show an increase in the students' confidence when speaking in front of the class.

There is Some Slight Evidence to Suggest that Students' Academic Performance Increased

When I began this research project, one of my hypotheses was that being in the musical would help increase the students' academic performance. This was based on the theory that if the students were a success on the stage, they would feel successful in class and in turn do better academically because they had greater self-esteem, a better attitude towards school, and were able to better work with their peers. As one teacher put it, "success breeds success." Earlier studies by Lacey and LeBlanc (2001) and Fowler and McMulian did find that students' academic performance improved after participating in arts programs.

To measure if academic performance had increased, I asked students to tell me, on a scale of one to five, how well they felt they were doing in school. The overall student mean response to this question did slightly increase over time from 3.89 in January to 3.94 in March, to 4.07 in June. Although the overall student mean increased, it is not very significant.

I do recognize that asking students how well they felt they were doing in school is not a true measure of academic performance. To more effectively measure if student academic success increased because of involvement in the musical, I should have looked

at student assessment data and examined how the students performed on a series of standardized tests such as the STAR or district standards tests, which would have been the best data source to measure this. However, due to the time constraints and scope of this study, it was not feasible to do this. I did, however, ask the teachers if they felt that involvement in the musical increased student achievement. Both of the teachers felt that it did. Mrs. C. said that:

So I do see the carryover and I think there is a carryover that their self-esteem boosted enough to help them with the STAR test. So that they felt they could tackle something and approach it. I just think it's a good self-esteem builder and I think there is nothing wrong with that. And I think it does carry over.

The second teacher also felt that there was a carryover, but could not cite any specific examples.

Like the teachers, I believe that the increase in student self-esteem that occurs from involvement in the musical does help the students do better academically, but more research would need to be conducted to provide more evidence for this claim.

It was Inconclusive if Student Attendance was Increased

My final hypothesis when I began this project was that involvement in the musical would help increase student attendance. I felt that if students had greater self-esteem and a better attitude towards school, then their attendance would improve.

Studies done previously by Lacey and LeBlanc (2001) and Horn (1992) did find that student attendance increased after students participated in arts programs.

To measure student attendance, I examined the school attendance records. What I found was that the overall student attendance for the students who were in the musical was very good. During the first trimester, only 1 out of 58 students had less than 90% attendance. Thirty-four of the 58 had perfect attendance. When I compared this to the student attendance during the second trimester, which occurred during the musical rehearsal and performance period, I found that the student attendance actually decreased. Only 11 students had increased attendance and 18 students' attendance remained the same, which means that student attendance decreased for 52% of the students.

I believe that several factors caused this decrease in attendance. First, student attendance during the first trimester was particularly high. If this program was done at a school where student attendance was low to begin with, I believe that the program could cause an increase in attendance. The second major factor was that the musical took place during the winter months of January, February, and March. At any school, this is a time of poor attendance because many students are absent due to illness. Therefore, it is inconclusive if the students' attendance decreased because of the musical or because it was flu season.

Summary

After thoroughly reading, analyzing, and interpreting my data of questionnaires, interviews, and attendance data, I was able to find evidence to suggest the following results: 1) students felt greater school pride, 2) students learned how to work with others

as a team and felt a greater sense of community, 3) students' overall self-esteem increased, 4) students felt more comfortable talking in class, and 5) there was very slight evidence to suggest that students' academic performance increased. It was inconclusive if student attendance was increased.

Conclusion

Completing this study was an invaluable experience for me. It gave me the opportunity to examine a program that I have been designing and perfecting for the past five years and look at it under a microscope to see its effects on student learning. This project gave me a lens at which to look more carefully at my students to see what they were learning and what skills they were taking from the musical program and were able to use back in their regular classroom. As teachers we often get so bogged down by all of the details of our job that we do not take the necessary time to think, reflect, and act upon student learning. This is probably the best reason for teachers to engage in action research projects such as this one.

After examining the results of my study, I was able to find that for the most part my original hypothesis was correct. The students did show a growth in 1) attitude toward school, 2) self-esteem, 3) social skills, and 4) public speaking ability. What was very disappointing to me was that the students did not show much growth through their questionnaire responses. In fact, in casual conversations with students I discovered that many were not able to verbalize the kind of learning that was identified during the interviews. When I asked students what they learned from the musical, many would discuss performance or performing arts skills. It seems that it is only by giving students a leading question, and encouraging them to think more deeply that they are able to discuss some of the other skills that they learned, such as social skills. I believe students were not able to articulate and express many of the skills they learned on the questionnaire and

during the first part of the interview because I did not give them enough time to stop and reflect about what they were learning through the musical. Therefore I would recommend – and plan to build into my program in the future – a reflection piece that allows the students to think about the skills they are demonstrating on stage, such as teamwork and public speaking ability, and how they can apply these skills in other situations. I believe that it is important to deliberately set up situations in which students are encouraged to reflect and then discuss real life applications for some of the non-drama skills (e.g. social skills) they are learning while rehearsing for the musical. It is my hope that this will allow them to make these important connections between the stage and “real life” and will make this musical program experience even more meaningful. Next year, I plan to take time aside during rehearsals to bring up such topics as teamwork and allow the students to do quick writes and then discuss how we are using them in the production and how they can take that skill and apply it to other situations. In exploring if participation in the arts affects academic achievement, I was unable to make as strong a case as I would have liked. I do strongly believe that the correlation exists. In an era of numbers and test scores, I believe that if further research showed that participation in the arts improves academic performance, this would make a strong case for the existence of arts programs in our schools.

Besides allowing me to research this program, this action research project has also taught me the process and importance of research. Before beginning this study I had only a vague idea of how to conduct formal research. By conducting this study, I feel I am now confident in the steps and procedures I need to follow in order to conduct further

action research in my own classroom. As I stated at the beginning of this chapter, I feel that ongoing action research is a large part of good, reflective teaching because it allows the teacher to examine their students more closely and see how they are being affected by various programs and lessons. I now know the processes of doing a literature review, writing a questionnaire, conducting interviews, and analyzing results. While I do not see myself always taking research to the same formal level as this project, I do see myself using many of the skills I learned to do more informal research in my classroom so that I can consistently ensure that I am doing the best that I can to reach all of my students. As with this project, I believe each research project gives us the opportunity to improve our teaching and affect student learning.

In a time when budget constraints are tight and arts programs are being cut across the nation, I believe arts education research is more important now than ever. It is only through careful research that we can document the benefits that arts education provides for students. It can be used to help fight to keep these programs intact and alive in our schools.

It is important to emphasize that this study only examined the benefit of arts education – how participation in the arts affect students in their general education classroom. There are numerous other benefits to having arts programs in schools. As educational philosopher John Dewey says, “(The arts) serve a purpose beyond themselves. They supply organs of vision. They are not luxuries of education, but emphatic expressions of that which makes any education worthwhile” (p. 238). By giving students education in the arts you allow them to learn new ways to communicate

and express themselves. They learn to be critical thinkers, to create, and to imagine. Recently a study that surveyed CEOs of the nations top corporations asked them what they value in new employees. The CEOs reported that they looked for employees who were creative, could work well with others, and who could think outside of the box (Fowler, 1996). The arts provide students with training in all of these skills; so in this report, training in the arts is truly a training for life. For many students, the arts may also be a possible career choice. The art and entertainment industry is one of the largest in the nation. Providing students with an education in the arts allows them to learn specific arts skills that will help them discover if they have a passion for the arts and wish to pursue a career in that field or to continue work in the arts later in their adult life.

As a student and teacher of the arts I believe that they provide an invaluable experience to students. The arts teach not only arts skills, but they teach the importance of art as a means of human expression as they have been used for thousands of years. Finally, as this study has explored, the arts teach important life skills and directly help the students in their regular classroom. In this time of a back-to-basics movement in education, we need research to document what we as arts teachers see every day – how greatly our students are positively affected by participation in the arts. It is my hope that besides enabling me to improve my performing arts program, this study makes a case for arts programs and why they are an essential and necessary part of a student's education.

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APPENDICES

APPENDIX A

From the Desk of
Mr. Gacherieu

March 15, 2004

Dear Parents:

As many of you are aware besides directing the [REDACTED] musical I am also a student at Saint Mary's College in Moraga where I am working on my Master of Arts in Teaching Degree along with my Teaching Credential. Through personal experience and observation, I believe that performing arts programs such as ours provide an indispensable experience to students. This is why I would like to ask your permission for me to conduct a study for my Masters Thesis to see how students are affected by being part of the musical.

The study will consist of a short (8 question) survey which will be given to the students at three times during the year; once as we are getting started, once after the musical is over, and once at the end of the school year. The questions are designed to find out things such as how comfortable they are speaking in class, how they feel working with groups, what activities they do after school, etc. I will use these surveys to assess if and how being a part of the musical has changed your child in any of these areas. As part of my study I will also be examining student attendance to see if there is a change in school attendance during the musical and in the months that follow the musical. These records only contain information that I routinely have access to as an educator.

This study is purely for my own educational research only in conjunction with my studies in education at Saint Mary's College. It is in no way affiliated with [REDACTED] Elementary School or the [REDACTED] Unified School District. The surveys will be numbered and your child's name will not be used in any way at any time.

I would greatly appreciate your cooperation in giving me permission to survey your child and allow them to be a part of this important, but simple, educational research. Please return the form below to me by Friday, March 26. If you have any questions about the study, please do not hesitate to call me at [REDACTED]. Please remember that participation is optional. Thank you very much.

Sincerely,

Dustin R. Gacherieu,
 Producer/Director

 STUDY PERMISSION SLIP

_____ I do wish to have my child, _____ participate in
 Dustin Gacherieu's educational study.

_____ I do not wish to have my child, _____ participate in Dustin
 Gacherieu's educational study.

 Parent Signature

APPENDIX B



SAINT MARY'S COLLEGE
of California

School of Science

Dear Dustin Gacherieu,

The Institutional Review Board of Saint Mary's College of California has reviewed your proposal entitled, "Understanding how participation in an after-school arts program affects students in their general education classroom." The proposal was reviewed by the full committee on March 18, 2004.

Your project is approved. You are free to move ahead with your research whenever you are ready. Best of luck.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Paul Zarnoth', with a long, sweeping horizontal line extending to the right.

Paul Zarnoth
Chair, Institutional Review Board

APPENDIX C

Number _____

“Pinocchio”
Student Questionnaire

1. In general, how well do you feel you are doing in school?

1	2	3	4	5
<i>Not doing well</i>		<i>Doing OK</i>		<i>Doing very well</i>

2. How much of your assignments do you complete on time?

1	2	3	4	5
<i>None</i>		<i>Some</i>		<i>All</i>

3. How much do you enjoy school?

1	2	3	4	5
<i>do not enjoy</i>		<i>It's OK</i>		<i>greatly enjoy</i>

4. How much do you prefer working in groups in class?

1	2	3	4	5
<i>do not prefer</i>		<i>It's OK</i>		<i>greatly prefer</i>

5. When you do work in a group, how comfortable do you feel sharing your ideas?

1	2	3	4	5
<i>not comfortable</i>		<i>sort of comfortable</i>		<i>very comfortable</i>

6. How confident do you feel about yourself as a student?

1	2	3	4	5
<i>not confident</i>		<i>sort of confident</i>		<i>very confident</i>

7. Do you think you are smart?

1	2	3	4	5
<i>not smart</i>		<i>sort of smart</i>		<i>very smart</i>

8. Do you think other students like you?

1	2	3	4	5
<i>not really</i>		<i>sort of</i>		<i>yes</i>

9. Do you think your teacher likes you?

1	2	3	4	5
<i>not really</i>		<i>sort of</i>		<i>yes</i>

10. When your teacher asks a question in class, how often do you raise your hand to answer it?

1	2	3	4	5
<i>never</i>		<i>sometimes</i>		<i>always</i>

11. How comfortable do you feel answering questions in class?

1	2	3	4	5
<i>not comfortable</i>		<i>sort of comfortable</i>		<i>very comfortable</i>

12. Do you consider yourself to be shy?

1	2	3	4	5
<i>not shy</i>		<i>sort of shy</i>		<i>very shy</i>

13.How comfortable do you feel speaking or giving a report to you class?

1	2	3	4	5
<i>not comfortable</i>		<i>sort of comfortable</i>		<i>very comfortable</i>

APPENDIX D

May 26, 2004

Dear Fourth and Fifth Grade Teachers:

As many of you are aware I am currently working on my master's thesis that is examining how our students have been affected by participating in the musical program. I am currently looking for ten students to interview to find out how they think they have been affected by participating in the program. To do this I am asking if you would please recommend two students to be interviewed from your class. One should be a student who you feel has greatly benefited from being in the musical and the other should be one that has not greatly benefited from the program.

Please write the names of the students you have selected below and return the form to [REDACTED] mailbox by Friday if you can. I will then contact students to arrange interview times. Also, if you would be willing, I would love to interview you as well so that you can share your thoughts on how your students have been affected by the musical. I will contact you soon to hopefully arrange a time.

Thank you very much for assisting me in this exciting project!

Sincerely,

Dustin R. Gacherieu

Student Interview Teacher Recommendation Form

Teacher _____

Student 1 : _____

Student 2: _____

APPENDIX E

From the Desk of
Mr. Gacherieu

May 27, 2004

Dear Parents:

As many of you are aware besides directing the [REDACTED] musical I am also a student at Saint Mary's College in Moraga where I am working on my Master of Arts in Teaching Degree along with my Teaching Credential. Through personal experience and observation, I believe that performing arts programs such as ours provide an indispensable experience to students. This is why I would like to ask your permission for me to conduct a study for my Masters Thesis to see how students are affected by being part of the musical.

Your child has been selected by his/her classroom teacher and myself to be interviewed as part of this exiting research project. The interviews will be conducted individually and will consist of only six questions. The interviews will be tape recorded and last under ten minutes.

This study is purely for my own educational research only in conjunction with my studies in education at Saint Mary's College. It is in no way affiliated with [REDACTED] Elementary School or the [REDACTED] Unified School District. Your child's name will not be used in any way at any time.

I would greatly appreciate your cooperation in giving me permission to survey your child and allow them to be a part of this important, but simple, educational research. Please return the form below to me by Friday, June 4. If you have any questions about the study, please do not hesitate to call me at [REDACTED]. Please remember that participation is optional. Thank you very much.

Sincerely,

Dustin R. Gacherieu,
 Producer/Director

 STUDY INTERVIEW PERMISSION SLIP

_____ I **do** wish to have my child, _____ participate in
 Dustin Gacherieu's educational study.

_____ I do not wish to have my child, _____ participate in
 Dustin Gacherieu's educational study.

 Parent Signature

APPENDIX F

Student Interview Questions

1. What do you remember the most about the musical?
2. How did being in the musical make you feel? (*self-esteem*)
3. Did being in the musical make you feel any differently about [REDACTED] School?
(*attitude towards school*)
4. What did you learn from being in the musical?
5. While you were involved in the musical, did you learn anything about working with other people? (*social skills*)
6. Do you like to talk in class? Why or why not? (*public speaking ability*)

APPENDIX G

Student Interview Transcriptions

Interview with Student # 24 (V.I.)

By G.W.

June 8, 2004

GW: (name) what do you remember the most about the musical?

VI: Well, I remember rehearsing everything it was very fun trying like, trying to memorize and find out like – to memorize where to go and learn all those dances. It was really fun.

GW: Ok, how did being in the musical make you feel?

VI: Well, it made me feel really good because I, I had a lot of fun and it was just really great. It made me feel wonderful.

GW: How did you feel when you were up on the stage?

VI: Well, before I was like, I was very excited when I wasn't on the stage yet and I was like, oh, no I forgot my lines but then I got out and it was – I remembered everything surprisingly. I didn't think I would, but I did. And everything. I just felt way good, I, it didn't feel like real life, it was all like a dream it was really wonderful.

GW: Oh, did being in the musical make you feel any differently about [REDACTED] School?

VI: Well, yeah, because I haven't heard of any other schools who have done that and I haven't done any plays before so, um, when I first came here I didn't know of that

and then when I learned about it I wanted to do that so I it made me feel really nice that our school had that.

GW: Good, what did you learn from being in the musical?

VI: Well, I learned how to perform and I learned how to work with other kids like team work and I learned how to have fun on stage.

GW: While you were involved in the musical, did you learn anything about working with other people?

VI: Um

GW: Like other kids, what did you learn about working with other people

VI: Well, I learned that its - when I first got here I was sort of afraid I didn't really want to work with others because I was afraid I might do something wrong but then when I did the play, um, I just got used to being with other kids and working with them and that helped me a lot. So, I just really enjoyed that having, having that.

GW: Do you like to talk in class?

VI: Yeah, I answer a lot of the questions that our teacher asks us and I don't feel really worried about it. Before I was sort of like thinking, like, am I going to get the right answer? Should I raise my hand? But now I don't really, I mean, I don't really care if it's right because I – that's what school is for, you learn so I - I just feel better about that now.

GW: Do you think the musical helped you feel that way?

VI: Yeah, it - everything – a lot of things really helped me in the musical.

GW: That's wonderful. Thank you very much.

Interview with Student #19 (N.E.)

By G.W.

June 8, 2004

GW: What do you remember the most about the musical?

NE: Pinocchio

GW: And what about it?

NE: That his nose is growing.

GW: Um, what do you remember the most about being a part of it?

NE: That I was Sophia.

GW: And how did that make you feel?

NE: Happy that I had some lines.

GW: Ok, and were you nervous?

NE: A little.

GW: A little bit. Do you think it helped you at all? Um, did being in the musical make you feel any differently about [REDACTED] School?

NE: Not really.

GW: No, ok. What did you learn from being in the musical?

NE: I dunno.

GW: Ok, you didn't learn anything from being in the musical?

NE: That you should remember your lines because it's embarrassing to forget them.

GW: Was it hard work?

NE: Sometimes.

GW: Ok, what did – while you were involved in the musical, did you learn anything about working with other people?

NE: Yes.

GW: What did you learn?

NE: Uh, you shouldn't really argue a lot.

GW: Was it hard working with different types of people? I mean, did you have to learn the differences between people and things like that?

NE: Not really.

GW: Do you like to talk in class?

NE: Yea.

GW: Ok, why?

NE: Because.

GW: Because why?

NE: Because I like to talk.

GW: Ok.

Interview with Student #11 (J.B.)

By GW

June 8, 2004

GW: What do you remember the most about being in the musical?

JB: Um, probably the songs because I practiced them a lot at night.

GW: How did being in the musical make you feel?

JB: It helped me, like ah, it just helped me a lot by ah like it gave me to look for – to look forward to after school and uh it just gave me something fun to do.

GW: Ok, great. Um, lets see, did being in the musical make you feel any differently about [REDACTED] School?

JB: Um, yeah, because I think that our school having the musical is just like another thing after school that we can do. Like, um, this school also has Cub Scouts and I'm already in that plus the musical.

GW: Ok, good. What did you learn from being in the musical?

JB: Um, like how to raise my voice and a lot of musical terms.

GW: Ok, good. While you were involved in the musical, did you learn anything about working with other people?

JB: Yea, I learned a lot.

GW: What was that? What did you learn?

JB: Um, that not all people think alike and that some people like have really good ideas and some people are just really good at memorizing lines.

GW: Ok, good. Do you like to talk in class?

JB: Um, sometimes.

GW: Ok, um, and being in the musical helped with that at all?

JB: Um, yea. Because in the musical you can be like some parts and sometimes like in, the uh, middle of rehearsals you can like over, you can like make something,

like funny – really, really funny and um, its just like supposed to be like funny,
you can make it funnier.

GW: Ok, good. Thank you.

Interview with Student #55 (B.S.)

By G.W.

June 8, 2004

GW: What do you remember the most about the musical?

BS: The teachers.

GW: Ok, what about the teachers?

BS: Um, they're fun and nice.

GW: And did you learn something about the teachers that you didn't know before? Did
you see them differently after the musical?

BS: ah huh.

GW: Yeah? Why?

BS: They were more fun – during the musical they were more serious.

GW: Ok, good. How did being in the musical make you feel?

BS: Excited and fun.

GW: And how?

BS: Because you are going to see all the people in the audience.

GW: Were you nervous at all?

BS: Yeah.

GW: Ok, did being in the musical make you feel any differently about [REDACTED] School?

BS: Yeah.

GW: How?

BS: Because we are the only ones who have the musical so we do stuff extra.

GW: What did you learn from being in the musical?

BS: That you should um, learn about people before you make up stories or stuff about them or like rumors.

GW: Ok, good. And how did that come about – I mean that is a good thing to learn, but how did that come about?

BS: Like some people I didn't like but I found out that they are actually fun and that they are really good at like different stuff like acting.

GW: Ok, so you saw them differently, right?

BS: yeah.

GW: Good. Why you were involved in the musical did you learn anything about working with other people?

BS: Yeah.

GW: What did you learn?

BS: You have to let them share their ideas and not only yours.

GW: Good, so you need to listen to everybody, right?

BS: Um huh.

GW: Good. Do you like to talk in class?

BS: Yeah.

GW: Why?

BS: I dunno it's just fun.

GW: Ok. Did being in the musical help you with that at all? Talking in class more?

BS: Yeah. Well, I don't talk more I talk less because, because when we were in the stands we have to be really, really quiet.

GW: Oh, so you learned that from being in the musical?

BS: Uh huh.

GW: Ok, very good. Thank you.

Interview with student #12 (E.C.)

By G.W.

June 8, 2004

GW: What do you remember most about the musical?

EC: Um, having to learn the songs and um having lots of fun and that um things are not always easy.

GW: Ok, good. How did being in the musical make you feel?

EC: It made me feel good because I got a big part and I didn't think I could do it, but I did and I did a really good job.

GW: Did being in the musical make you feel any differently about [REDACTED] School?

EC: Yes it did because you got to do something extra and some other schools don't let you do that and you get to do it if you wanted to.

GW: What did you learn from being in the musical?

EC: That things aren't always easy.

GW: While you were involved in the musical did you learn anything about working with other people?

EC: Yes I did because teamwork – you can learn teamwork and when you learn teamwork you have to be able to work with people.

GW: And being in the musical helped you do that?

EC: Yes!

GW: Good. Do you like to talk in class?

EC: Yes.

GW: Ok, why?

EC: Because I enjoy being with other people.

GW: And did being in the musical help you talk more or um feel more comfortable in class?

EC: Yes.

GW: How?

EC: It did because you had to talk in front of people and you don't have to feel shy after in the classroom.

GW: Ok, good. Thank you very much.

Interview with Student #38 (K.M.)

By G.W.

June 8, 2004

GW: What do you remember the most about the musical?

KM: uh, we had fun.

GW: Ok, good. How did being in the musical make you feel?

KM: um, it was hard work and it was really fun and it taught me how to share with others.

GW: Ok, good. Did being in the musical make you feel any differently about [REDACTED] School?

KM: I'm not quite sure.

GW: Your not sure. Did um, after, after you've been apart of the musical did you look at school differently?

KM: Yeah.

GW: How?

KM: Um, I thought it was a brighter place because we had a chance to be involved with a special activity.

GW: Ok, good. Um, what did you learn from being in the musical?

KM: Um, to share and make more friends, talk out loud.

GW: While you were involved in the musical did you learn anything about working with other people?

KM: Yes, you have to compromise sometimes.

GW: Good. Do you like to talk in class?

KM: um, yeah. When I feel comfortable.

GW: Ok, good. Did being a part of the musical help you?

KM: Yeah.

GW: How did it help you?

KM: Because it taught me how to like when I know answers or something, not to be shy to tell what it is.

GW: And you learned that from being in the musical because you needed to express yourself there.

KM: Yeah.

GW: Thank you very much.

Interview with Student # 17 (DD)

By G.W.

June 8, 2004

GW: What do you remember the most about the musical?

DD: A lot of things – singing, performing, mostly everything.

GW: How did being in the musical make you feel?

DD: Very fun – like it was fun. It was a fun experience.

GW: Did being in the musical make you feel any differently about [REDACTED] School?

DD: Not a bit.

GW: Did your attitude about [REDACTED] make you feel like [REDACTED] is a special place or anything like that?

DD: Yes, sort of.

GW: How?

DD: Like, um, no different school is the same. Each one has a special individuality.

GW: What did you learn from being in the musical?

DD: That being in these types of programs and activities are fun.

GW: And did you learn anything from it? I mean it was fun, but did you learn anything?

DD: Yeah.

GW: What?

DD: In the musical I learned it really isn't good to lie.

GW: Ok, good. And what made that come about? Did somebody lie?

DD: Yeah.

GW: And what happened?

DD: Something like bad karma happened.

GW: While you were involved in the musical did you learn anything about working with other people?

DD: Not really. Because a lot of them were already my friends.

GW: Ok, but was it different working with different people?

DD: Not a bit.

GW: Do you like to talk in class?

DD: Yeah.

GW: Why?

DD: I didn't, like, when our teacher asks us a question I like to raise my hand.

GW: Ok, good. And did being in the musical influence you at all in that respect, like did it make you more confident to talk in class? Did it make you talk in class?

DD: Yeah, it made me like confident to be able to talk and well yeah. In class, because before I didn't like to talk in class, but that helped me.

GW: Ok, good. Thank you.

Interview with Student # 58 (LT)

By G.W.

June 8, 2004

GW: What do you remember the most about the musical?

LT: Well, I remember that sometimes it was really hard to get all my school work done and soccer all that – but other than that it was really fun and I like doing it.

GW: Good. How did being in the musical make you feel?

LT: Um, sort of like important. Since I was Gepetto, I had sort of a big part so it made me feel sort of important.

GW: Ok, good. Did being in the musical make you feel any differently about [REDACTED] School?

LT: No, not really.

GW: Do you think that it is special that there is a musical at [REDACTED]?

LT: Yeah, because when I was at my old school last year we had nothing like that – even if it was only for the fifth and sixth grade – we had nothing like it.

GW: So does that make you think that [REDACTED] is a special place?

LT: Yeah, cause I bet not a lot of schools anywhere in [REDACTED] have them, not only just my old school.

GW: Good. What did you learn from being in the musical?

LT: Well, I learned that you definitely have to sing with your chin down and practice that a lot and I guess I learned a little more about commitment because since I was

doing other things as well as this I had to really be committed to doing it, otherwise I probably would have quit. So that was it.

GW: Good. While you were involved in the musical, did you learn anything about working with other people?

LT: Um, well yeah a little. I learned that you can't just like you want it to be just you because since I was a double cast it wasn't about you it was about 1) how you made the audience feel and 2) that you supported your double half.

GW: Was it hard doing that?

LT: Um, yeah it was a little hard, but other than that not that hard.

GW: Do you like to talk in class?

LT: Oh, yes.

GW: Ok, why?

LT: Um, because what do you mean like talk out and like answer the questions?

GW: ah huh.

LT: Ok, um, because I like to talk to my peers as well in class. Um, but it cause well I feel that I'm smart and I can answer the questions right and normally I do so I like to do it.

GW: Did being in the musical help you with that at all?

LT: No.

GW: You were always like that?

LT: Yeah, I was always like that.

GW: Ok, thank you.

Interview with Student #20 (AF)

By G.W.

June 8, 2004

GW: What do you remember the most about the musical?

AF: Um, the long rehearsals.

GW: Ok. How did being in the musical make you feel?

AF: Like a star.

GW: Great. Did being in the musical make you feel any differently about [REDACTED]

School?

AF: Uh, no.

GW: Do you think that getting to be a part of the musical was special?

AF: Uh, sorta.

GW: Sorta. How do you feel about [REDACTED] School?

AF: Uh, I feel happy.

GW: Happy. Ok. What did you learn from being in the musical?

AF: Not being shy in front of a lot of people.

GW: While you were involved in the musical did you learn anything about working with other people?

AF: Yeah, because like, um, for example we...wait what was the question again?

GW: Ok, um, while you were involved in the musical did you learn anything about working with other people?

AF: Yeah.

GW: What did you learn?

AF: Um, like just work together and just not to argue and stuff.

GW: Was that hard?

AF: Nope.

GW: Was working with different people, was it different on different groups of people did you have to learn how to change the way that you worked with them for certain people? Did you learn anything about that?

AF: I think so.

GW: What did you learn?

AF: Um, I'm not really sure.

GW: Ok. Do you like to talk in class?

AF: Yeah.

GW: Yeah. Um, did being in the musical help you with that? Do you think you got more confidence when you talk now?

AF: ah huh.

GW: And being part of the musical, did that help you?

AF: ah huh.

GW: Why? How did that help you?

AF: Cause usually when I'm at the musical at the rehearsals we have to be like quiet so I'm used to that.

GW: Ok, but how about talking? Did being part of the musical help you talk more in class?

AF: No.

GW: Ok, thank you.

Interview with Student #26 (TK)

By G.W.

June 8, 2004

GW: What do you remember the most about the musical?

TK: Well, I remember that one time I had to be a father for like the first time.

GW: And how was that?

TK: It felt good and it made me sort of happy too.

GW: How did being in the musical make you feel?

TK: Um, it made me feel happy because I got to do different parts and be in a lot of it.

GW: Good. Did being in the musical make you feel any differently about [REDACTED]
School?

TK: Yeah, it did because that was the only two plays I have ever done before. And
I've never done any play before – probably in kindergarten I did, but.

GW: What did you learn from being in the musical?

TK: I learned that it takes a lot of bravery and um, just try not to be afraid to be on the
stage in front of a whole bunch of people.

GW: While you were involved in the musical did you learn anything about working
with other people?

TK: Yeah, I learned about how to act as one big group and work together.

GW: Do you like to talk in class?

TK: Um, a little.

GW: a little. Um, why?

TK: Well, it's just that I get to see my friends and talk to them and it makes me feel happier when I talk to someone.

GW: Do you think that being in the musical has helped you with your confidence in class talking?

TK: Yeah, it has. Once I started doing plays I found out that talking in class is like talking in a play.

GW: Alright good.

APPENDIX H

Teacher Interview Transcriptions

Interview with K.L.
By Dustin R. Gacherieu
June, 2004

DG: So you are a fifth grade teacher at [REDACTED] School. I know you had a large portion of your class involved in the musical this year.

KL: Yes.

DG: And in previous years also, right?

KL: Yes.

DG: So I want you to think about your students who were involved in the musical this year and I want you to tell me if you noticed any changes in those students as they were involved in the musical – both positive and negative changes. You can tell me anything that you saw. In general, with specific students that you saw change.

KL: Ok, um, I think Carly is an example of a quiet student. I think she blossomed, because I was trying to work with her all year on that – trying to bring her out, because she is very quiet and very bright so you know you want to know what she has to say. I think that helped her blossom a little bit, because I had already been trying to work with her and bring her out and then to have her doing something where she had to put herself out there you know and she didn't have a huge part, but when she got up on the stage she was by herself and she had to sing. So I think that was good for her. That helped her personality come out a little bit,

she's more kidding and joking around and showing her personality in class instead of just the quiet student. So that's one thing that I noticed.

Then I'll go to the totally opposite end, I'll go to Sara. Who was brilliant, but quiet in class when she is supposed to be, you know, which is kind of surprising. A lot of people are surprised when I say that she is quiet in class, but she was. But her personality is very inquisitive and outgoing and forward. She is not afraid to say anything, even if it might hurt your feelings or something, she'll say it. I think she got a little (big for her britches). With Sara it worked both in a positive way in that she loved it, it focused her and got her to do something she really loved and then negative for her because of her personality – she got a little too big for her britches.

The one that I'm most excited about is Tim. Because you know Tim has some issues – he's hyper, he's got a single mom so for him to get up there and be so successful is great. You know he has a really supportive family – he is loved.

DG: Yes, his mom is great.

KL: But, you know those kind of things go against kids, when you think about it. And not even single parent but the fact that dad is not involved.

DG: Yeah, I don't remember seeing dad at any of the shows.

KL: Because even if people are divorced, a lot of times both parents are involved, but that kind of stands out to me because I didn't see anyone else, male person involved. So he's got some strikes against him – he's very small for a boy, which as they get older that's tough for them. So seeing him so successful was awesome

and the fact that he went and tried out for that company in [REDACTED] and got the role you know in “Annie Get your Gun.” And who knows, would he have had the confidence to do that had he not been in the musical? Had he ever had the exposure or known that he liked to do that without that exposure. You don’t know? But it’s sure something to think about. Right?

DG: Very true.

KL: Ok, those are the three that really stand out to me.

DG: Did you notice any difference about the way that the kids in the musical interacted either with each other or with other students in your class. Did you notice anything different after the musical or during the process of the musical?

KL: I think during the process of the musical I did notice that they – there was a kind of a close knit group, there was a bond that held those kids together. And I think that’s one of the things that the kids who aren’t in it wish they were more so than track or volleyball because they see that. And unfortunately, you know, some of those kids it just doesn’t work for them for whatever reason, so it’s not because they don’t want to be in it. You know so you kind of see longing in some kids and a bond and excitement you know more a positive type of attitude with the others because they are part of something that is exciting for them.

DG: So if I was going to campaign to have this happen at other schools, what do you think is the biggest benefit for kids?

KL: Self-esteem, which is huge, because if they don’t have confidence in themselves they are not going to have confidence in their school work, in their social

interactions and basically their life. Just this kind of thing can give them confidence to do other things. And it gives them part of a positive thing that might lead to something in the future – like look at Tim. Tim is not going to just stop at this [REDACTED] thing, he's hooked and he's good. And his mom is probably thinking my kid is not going to be running the streets, my kids going to be out practicing plays after school.

DG: I also wanted to ask you, because you bring a different perspective to this because you were not only a classroom teacher, but you were involved in the process of the musical. So how did it feel to play that dual role or seeing the kids in the classroom and then seeing them after school involved in the play. Did you see any difference in the kids between the two times?

KL: I mean kids definitely have their school personalities and their after school personalities. I know I enjoyed being with them in the two different situations and getting to know them at a different level and they get to know each other at a different level, which I suppose is pretty good too.

DG: That is an interesting thing to note. They get to know each other at a different level.

KL: Yes, they are not being students, they are doing something they enjoy – they are helping each other.

Interview with P.C.
By Dustin Gacherieu
June, 2004

DG: I want you to think about over the course of the year how have you seen your students affected by being in the musical? And these can be good things, bad things, but off the top of your head what kinds of things do you see happening?

PC: And you're talking about once you start signing up and things like that?

DG: Exactly.

PC: One of the things I really notice is that there is a real strong general enthusiasm and there is a bonding together of all the kids in terms of doing things. And one of things I really notice is that the kids who really don't have any friends felt like they belong to something and that they were part of something. You have someone like Morgan who...pretty much keeps to herself and has no connections with anybody, but when she was involved with the musical she felt like she was part of something and so she was keeping track with other people and I thought that that is a really positive thing about it. It gives those kind of loner kids an opportunity to be part of something with out risking anything. They are able to fit in – whether it is in the choir, whether it's in a small part, whether it's backstage. There is a general enthusiasm I think that their self-esteem rises because they are part of something. The low kids I think feel they can be successful at something without always feeling like they are struggling behind the others. I think it's a real positive influence and there's a helping out with each other. Kids saying "I

can't remember my schedule" or "I can't remember my line." You know they all kind of work together to help each other. And I think that the kids who chose not to do it are always disappointed that they didn't do it when it was over. I know like with Chris, when he did it as a fourth grader, he really enjoyed it and had a great time. Then he debated it in fifth grade, but he didn't want to be part of the play itself, but he wanted to be part of the program. So for him he wanted to do stage crew. I think with all of the parts, they feel that they are part of the school and doing something that is fun and they are all together. It is not a competition to say that I'm the fastest runner, I'm the highest jumper, but I'm someone who can be part of something. So that is a real positive.

DG: Do you think that any of those positive things that you mentioned, you mentioned a lot, carry over to what happens inside of the classroom? Do you see any connections there?

PC: Yeah, I see that there is more self-confidence because they're more comfortable working with the kids in their room who are in the play there's a lot more empathy for each other as a result. I think its just helping them feel like they are a strong enough person that they can speak up more in discussions because they learned to be more of a team. So I do see the carry over and I think there is a carry over that their self-esteem boosted enough to help them with the STAR test. So that they felt they could tackle something and approach it I just think it's a good self-esteem builder and I think there is nothing wrong with that. And I think it does carry over. Morgan felt more comfortable in discussions to be able to be

considerate. “Oh, you need to listen.” “Oh, yeah, I need to listen.” Then she would prompt more questions and feel more comfortable and Mary who is very quiet. And I think Rachel who is assertive already was able to learn to step back a little bit. So I think there is definitely carry over because there has to be teamwork and they learn that teamwork works in different ways. And that is important – each part is important, whether it is in class discussion or whether it’s in the play. You know you’re pretty good about making sure I know because I watched Allison in the back last year with her one little part holding the flowers and she played this part like it was the most important part and that’s what, even with the little kids who are shy like Mary, she got up and did that little dance. She never could figure out right from left, but she got out there and she felt like she was part of that. So I think that it carries over. Definitely.

APPENDIX I

Student Questionnaire Responses

Academic Performance Student Questionnaire Responses

Student #	Q 1 - JAN	Q 1 - MAR	Q1 - JUN	Q2 - JAN	Q2 - MAR	Q2 - JUN	AVG. Jan	AVG. Mar.	AVG. June
2	4	4	4	5	4	5	4.5	4	4.5
4	4	3		5	4		4.5	3.5	
5	5	5	5	5	5	5	5	5	5
6	4	5	5	4	4	4	4	4.5	4.5
7	4	5	4	4	5	5	4	5	4.5
8	3	3	3	4	4	4	3.5	3.5	3.5
9	3	4		4	4		3.5	4	
12	4	4		3	5		3.5	4.5	
14	4	4	4	5	4	5	4.5	4	4.5
15	4	3		4	4		4	3.5	
16	3	3	3	4	5	3	3.5	4	3
19	4	4	5	5	5	5	4.5	4.5	5
20	5	5	4	5	5	4	5	5	4
21	4	4	1	4	5	1	4	4.5	1
22	4	3		4	4		4	3.5	
23	4	3		5	5		4.5	4	
24	4	4	4	5	4	5	4.5	4	4.5
26	3	4	4	3	3	3	3	3.5	3.5
27	4	4	4	5	4	4	4.5	4	4
28	4	4	5	4	4	5	4	4	5
29	4	4	4	5	5	5	4.5	4.5	4.5
30	4	4	5	4	4	5	4	4	5
31	3	4	5	4	4	4	3.5	4	4.5
33	4	4	5	5	5	4	4.5	4.5	4.5
34	4	4	4	5	4	4	4.5	4	4
35	4	4		5	5		4.5	4.5	
36	4	4	4	5	5	5	4.5	4.5	4.5
40	4	4	4	5	5	5	4.5	4.5	4.5
41	4	4	4	5	5	5	4.5	4.5	4.5
43	4	5	4	4	4	4	4	4.5	4
46	4	5		5	5		4.5	5	
47	4	3		4	4		4	3.5	
51	5	4	4	4	5	5	4.5	4.5	4.5
55	3	4	4	4	4	4	3.5	4	4
57	4	4	4	4	4	4	4	4	4
58	5	5	5	4	4	5	4.5	4.5	5
59	3	3		3	4		3	3.5	
60	3	3	3	3	3	3	3	3	3
MEAN	3.89	3.94	4.07	4.34	4.36	4.28	4.11	4.15	4.17

Q = Question

Attitude Towards School Student Questionnaire Responses

Student #	Q3 -JAN	Q3 - MAR	Q3 - JUN
2	4	4	4
4	5	3	
5	5	5	5
6	3	3	3
7	3	3	2
8	1	1	1
9	4	4	
12	3	5	
14	4	4	3
15	3	4	
16	5	5	5
19	3	3	5
20	3	4	3
21	2	3	2
22	3	4	
23	3	3	
24	5	4	5
26	5	5	5
27	5	4	4
28	2	1	3
29	5	4	4
30	3	3	5
31	2	3	4
33	4	4	3
34	4	4	5
35	4	4	
36	4	4	4
40	4	4	4
41	3	3	4
43	2	3	4
46	4	4	
47	3	4	
51	5	4	4
55	5	5	5
57	5	5	4
58	3	4	3
59	5	5	
60	3	4	3

MEAN	3.65	3.76	3.78
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Social Skills Student Questionnaire Responses

Student #	Q 4 - JAN	Q 4 - MAR	Q4 - JUN	Q5 - JAN	Q5 - MAR	Q5 - JUN	AVG. JAN	AVG. MAR.	AVG. JUN.
1	2			1			1.50		
2	2	2	2	2	2	2	2.00	2.00	2.00
3		5	5		4	3		4.50	4.00
4	5	4		5	3		5.00	3.50	
5	5	5	5	5	5	5	5.00	5.00	5.00
6	5	5	5	5	5	5	5.00	5.00	5.00
7	2	4	3	2	3	3	2.00	3.50	3.00
8	5	5	5	4	3	5	4.50	4.00	5.00
9	3	3		3	3		3.00	3.00	
10	1			2			1.50		
11	5		5	5		4	5.00		4.50
12	4	5		5	5		4.50	5.00	
13	3			3			3.00		
14	2	4	3	5	4	3	3.50	4.00	3.00
15	3	4		3	4		3.00	4.00	
16	4	5	3	3	5	1	3.50	5.00	2.00
17	3			4			3.50		
18	5			1			3.00		
19	2	2	5	5	4	1	3.50	3.00	3.00
20	2	2	1	3	2	3	2.50	2.00	2.00
21	5	5	5	5	5	5	5.00	5.00	5.00
22	4	4		3	4		3.50	4.00	
23	3	3		3	4		3.00	3.50	
24	3	4	4	5	4	5	4.00	4.00	4.50
25									
26	4	5	5	5	4	2	4.50	4.50	3.50
27	4	5	4	4	3	3	4.00	4.00	3.50
28	4	3	2	3	3	4	3.50	3.00	3.00
29	3	3	3	5	5	5	4.00	4.00	4.00
30	5	5	3	5	4	5	5.00	4.50	4.00
31	5	5	5	4	4	3	4.50	4.50	4.00
32	3		3	2		4	2.50		3.50
33	5	4	3	4	4	3	4.50	4.00	3.00
34	3	4	3	4	4	4	3.50	4.00	3.50
35	4	3		4	4		4.00	3.50	
36	3	4	3	4	5	4	3.50	4.50	3.50
37	4			4			4.00		
38	4			4			4.00		

39	5			4			4.50		
40	5	4	3	5	5	5	5.00	4.50	4.00
41	3	3	4	5	5	4	4.00	4.00	4.00
42	5			5			5.00		
43	4	3	3	5	4	3	4.50	3.50	3.00
44									
45	3			5			4.00		
46	4	4		4	3		4.00	3.50	
47	4	4		3	3		3.50	3.50	
48	1			1			1.00		
49	3		3	5		5	4.00		4.00
50	3		3	3		n.a.	3.00		3.00
51	2	3	3	3	3	2	2.50	3.00	2.50
52	4			4			4.00		
53	1			5			3.00		
55	5	5	5	5	5	5	5.00	5.00	5.00
56	5			5			5.00		
57	1	1	1	5	5	5	3.00	3.00	3.00
58	3	2	2	5	5	5	4.00	3.50	3.50
59	5	5		3	2		4.00	3.50	
60	5	3	3	3	3	3	4.00	3.00	3.00
61	2		3	3		4	2.50		3.50
62	5			5			5.00		
MEAN	3.57	3.82	3.47	3.88	3.90	3.73	3.72	3.86	3.59

Self-esteem Student Questionnaire Responses

Stude nt #	Q6 JA N	Q6 MA R	Q6 JU N	Q7 JA N	Q7 MA R	Q7 JU N	Q8 JA N	Q8 MA R	Q8 JU N	Q9 JA N	Q9 MA R	Q9 JU N	AV G. JA N	AV G. MA R.	AV G. JUN E
2	4	4	4	4	4	4	4	4	4	0	4	4	4.0 0	4.0 0	4.00
4	5	4		3	4		5	3		5	5		4.5 0	4.0 0	
5	5	5	5	5	5	5	5	5	5	5	5	5	5.0 0	5.0 0	5.00
6	5	5	5	4	5	4	3	5	5	5	5	5	4.2 5	5.0 0	4.75
7	4	3	5	4	4	4	4	4	5	5	5	5	4.2 5	4.0 0	4.75
8	3	3	4	2	3	2	5	5	4	2	1	1	3.0 0	3.0 0	2.75
9	4	4		4	4		4	4		4	5		4.0 0	4.2 5	
12	4	4		4	5		4	3		5	5		4.2 5	4.2 5	
13	4			4			4			3			3.7 5		
14	5	5	n.a .	5	5	4	3	5	1	4.5	5	5	4.3 8	5.0 0	3.33
15	4	4		3	3		4	4		5	5		4.0 0	4.0 0	
16	2	1	1	3	1	1	3	5	4	3	3	1	2.7 5	2.5 0	1.75
19	4	5	5	5	5	5	4	2	2	5	4	4	4.5 0	4.0 0	4.00
20	5	5	4	4.5	5	4	4	4	4	5	4.5	4	4.6 3	4.6 3	4.00
21	4	5	1	5	4	1	5	5	5	5	5	1	4.7 5	4.7 5	2.00
22	4	4		3	4		4	4		4	5		3.7 5	4.2 5	
23	4	4		3	4		3	3		3	4		3.2 5	3.7 5	
24	5	5	5	4	5	4	5	5	5	5	5	5	4.7 5	5.0 0	4.75
26	5	4	4	4	5	4	4	4	3	5	5	5	4.5 0	4.5 0	4.00
27	5	4	4	3	4	4	5	4	4	5	5	5	4.5 0	4.2 5	4.25
28	3	4	4	4	4	5	3	4	4	5	1	1	3.7 5	3.2 5	3.50
29	5	5	5	4	4	4	5	4	4	5	5	4	4.7 5	4.5 0	4.25

30	4	4	4	3	4	5	3	4	2	4	4	5	3.5 0	4.0 0	4.00
31	3	3	4	3	4	4	5	5	4	2	3	3	3.2 5	3.7 5	3.75
33	4	4	4	5	4	5	4	4	4	5	4	4	4.5 0	4.0 0	4.25
34	3	5	5	3	4	4	1	4	3	4	5	5	2.7 5	4.5 0	4.25
35	4	5		4	5		3	5		5	5		4.0 0	5.0 0	
36	5	5	5	4	5	4	4	4	4	3	5	5	4.0 0	4.7 5	4.50
40	5	4	4	4	4	3	5	3	4	5	5	5	4.7 5	4.0 0	4.00
41	3	4	3	5	4	4	3	3	3	5	1	3	4.0 0	3.0 0	3.25
43	4	5	5	4	4	4	4	5	1	5	3	5	4.2 5	4.2 5	3.75
46	5	5		4	5		3	3		5	5		4.2 5	4.5 0	
47	4	4		4	4		5	4		5	4		4.5 0	4.0 0	
51	3	4	3	5	4	4	3	3	3	4	4	4	3.7 5	3.7 5	3.50
55	3	5	5	3	4	4	4	5	4	2	4	5	3.0 0	4.5 0	4.50
57	4	4	4	5	5	5	3	4	4	4	4	4	4.0 0	4.2 5	4.25
58	5	5	5	5	5	5	3	3	4	4	4	5	4.2 5	4.2 5	4.75
59	3	3		3	3		4	4		4	4		3.5 0	3.5 0	
60	5	3	3	4	4	3	3	3	3	3	3	4	3.7 5	3.2 5	3.25
MEAN	4.1 0	4.1 8	4.0 7	3.9 1	4.1 8	3.8 9	3.8 5	4.0 0	3.6 4	3.6 4	4.1 7	4.0 0	3.8 8	4.1 3	3.90

Public Speaking Ability Student Questionnaire Responses

Student #	Q10 JAN	Q10 MAR	Q10 JUN	Q11 JAN	Q11 MAR	Q11 JUN	Q12 JAN	Q12 MAR	Q12 JUN	Q13 JAN	Q13 MAR	Q13 JUN	AVG. JAN	AVG. MAR.	AVG. JUNE
2	3	3	3	3	2	2	3	2	4	2	2	2	2.75	2.25	2.75
4	3	3		4	3		3	1		5	2		3.75	2.25	
5	5	5	5	5	5	5	2	5	4	5	5	5	4.25	5.00	4.75
6	3	3	3	5	5	4	4	3	2	5	5	5	4.25	4.00	3.50
7	4	4	4	3	3	4	3	4	2	2	2	2	3.00	3.25	3.00
8	4	4	4	4	4	4	5	2	5	1	2	3	3.50	3.00	4.00

9	2	3		4	3		5	4		4	4		3.75	3.50	
12	4	4		5	4		4	3		5	4		4.50	3.75	
14	4	5	3	5	5	3	2	4	3	3	5	3	3.50	4.75	3.00
15	3	3		3	3		3	4		4	4		3.25	3.50	
16	3	5	3	1	1	1	1	3	2	1	1	1	1.50	2.50	1.75
19	4	4	5	5	5	5	5	4	5	4	4	1	4.50	4.25	4.00
20	4	4	4	4	5	3	4	4	4	3	3	2	3.75	4.00	3.25
21	4	4	1	5	5	5	5	5	1	4	5	1	4.50	4.75	2.00
22	3	4		4	4		4	3		3	2		3.50	3.25	
23	4	3		3	4		4	4		3	4		3.50	3.75	
24	4	5	4	4	5	5	1	5	4	5	5	4	3.50	5.00	4.25
26	3	3	3	4	3	4	4	3	3	5	1	5	4.00	2.50	3.75
27	4	3	3	3	3	3	1	1	1	5	2	3	3.25	2.25	2.50
28	3	4	4	2	3	4	3	3	3	2	3	2	2.50	3.25	3.25
29	4	4	4	5	4	4	4	5	5	5	5	5	4.50	4.50	4.50
30	3	3	4	3	3	5	4	3	4	3	2	5	3.25	2.75	4.50
31	3	3	3	3	3	3	5	5	3	1	2	1	3.00	3.25	2.50
33	3	3	3	3	3	3	4	3	3	4	3	3	3.50	3.00	3.00
34	4	4	3	4	4	4	4	4	4	4	4	3	4.00	4.00	3.50
35	4	4		3	4		3	4		2	2		3.00	3.50	
36	4	5	4	5	5	5	5	5	5	5	5	4	4.75	5.00	4.50
40	4	5	4	3	5	5	4	5	5	3	5	5	3.50	5.00	4.75
41	3	3	4	5	4	3	5	4.5	2	4	3	3	4.25	3.63	3.00
43	4	4	4	4	4	3	3	2	4	3	3	3	3.50	3.25	3.50
46	4	4		4	5		3	4		2	2		3.25	3.75	
47	3	4		4	5		5	5		3	4		3.75	4.50	
51	3	3	3	4	3	4	2	4	4	1	3	3	2.50	3.25	3.50
55	3	4	5	5	5	5	5	5	4	5	5	5	4.50	4.75	4.75
57	2	3	3	5	3	2	5	4	4	4	3	4	4.00	3.25	3.25
58	5	5	5	5	5	5	5	5	5	3	4	4	4.50	4.75	4.75
59	3	3		1	3		1	1		3	3		2.00	2.50	
60	3	3	3	3	3	3	3	3	4	2	4	3	2.75	3.25	3.25
MEAN	3.50	3.76	3.61	3.82	3.84	3.79	3.58	3.64	3.54	3.37	3.34	3.21	3.57	3.65	3.54

APPENDIX J

Percentage of Days in Attendance

Student #	1st Trimester	2nd Trimester	3rd Trimester
1	100	98	
2	98	100	98
3	82	86	90
4	98	95	89
5	90	76	84
6	100	100	100
7	100	90	98
8	97	90	98
9	100	100	100
10	97	98	89
11	100	97	86
12	100	93	100
13	100	97	100
14	95	97	95
15	100	93	100
16	95	93	92
17	100	98	100
18	98	100	97
19	100	98	95
20	100	97	100
21	95	97	97
22	100	100	100
23	90	95	95
24	100	98	100
25	100	97	100
26	98	97	94
27	100	100	98
28	100	100	100
29	97	100	100
30	100	100	100
31	100	100	100
32	100	98	97
33	98	98	97
34	98	97	97
35	100	98	100
36	100	98	100
37	100	100	97
38	97	95	90
39	100	98	100

40	100	100	100
41	100	100	98
42	100	95	100
43	92	91	95
44	100	100	95
45	100	100	95
46	100	97	89
47	97	96	95
48	100	95	98
49	98	98	98
50	100	100	98
51	97	95	94
54	98	93	97
55	98	100	98
57	100	100	100
58	100	100	90
MEAN	98.06	96.71	96.62